

SOCI 4332-01W: Sociology of Demography & Migration (3 credit hours)

Spring 2018: Tues/Thurs 9:30-10:50 am in CHSS 226

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Why do people migrate? What happens when they arrive in a new country? Are they accepted by members of their new communities, or do they struggle to develop a sense of belonging? Who gets excluded? Why and with what effects? This course aims to answer these questions and more by turning a sociological eye on the processes that drive immigration and shape the experiences of newcomers. We will focus on contemporary migration to the United States and will emphasize its broader sociohistorical context. We will analyze the processes by which “illegality” is constructed by reflecting on the lives of undocumented immigrants. And we will consider how race, class, and gender shape immigrants’ experiences and their identity development. We will conclude by considering the implications of these processes for collective resistance and social change. This is a “W” course which means that at least 50 percent of your course grade will be derived from writing activities designed to help you master course objectives. 3 Credit Hours.

Prerequisite: SOCI 1301 or SOCI 2319

Course Objectives

Upon completion of this course, students will be able to:

- Use the tools of sociology to critically engage with debates on immigration and social change.
- Analyze the process by which categories of inclusion and exclusion are socially constructed.
- Explain how these constructions reflect and reinforce inequalities in power, privilege, and status.
- Recognize how immigration status intersects with other systems of inequality.
- Think critically about these issues, dig deeper, and have fun along the way!

Required Texts

1. Ali, Syed & Douglas Hartmann. 2015. *Migration, Incorporation, and Change in an Interconnected World*. New York and London: Routledge.
2. Additional required readings will be posted on Blackboard.

All readings should be completed prior to the day they appear on the schedule

EVALUATION AND ASSESSMENT

Final grades will be based on:

Participation & Attendance	25 points
Quizzes	50 points
Reflection Papers	50 points
Class Facilitation/Outline	25 points
Midterm Exam	100 points
Final Project/Presentation	100 points
	350 points

Participation and Attendance (25 pts): To make the most of our time together, it is important that everyone comes to class prepared and ready to contribute thoughtfully to our discussions. That means doing the readings and doing them carefully. Some of the material will likely challenge your usual way of thinking about things and may push you outside of your comfort zone. Try to notice when this happens and see if you can figure out why. We can learn a good deal about how social life is organized and shapes our experiences from the questions and reactions that arise when we try to see things from a different perspective.

Learning in this course also requires the active participation of all students, so regular, on-time attendance is expected and will be factored into your participation grade. If you must miss class (for any reason), you are responsible for finding out from your peers what you missed, including schedule changes and in-class announcements.

Quizzes (50 pts): At the beginning of class on Tuesdays, you'll take a short quiz on the readings assigned for that day. All quizzes are open note, but NOT open book. If you're absent or late to class, you will not be able to make up that day's quiz. Quizzes are worth a maximum of 5 points each. Each student will get one "free pass" (5 points) that can be used to replace a missed quiz or supplement a low score.

Reflection Papers (50 pts): Before class on Thursdays, you will upload a reflection paper into Blackboard in response to the readings for that day. These are due by 9:30 am. To be eligible for full credit for your reflection paper, you must also attend class that day and remain the entire time. Reflection papers that are turned in late, but within 24 hours of the regular deadline will receive no more than half credit. Those that are more than 24 hours late will receive zero credit. Reflection papers are worth a maximum of 5 points each. Again, you'll get one "free pass."

For these papers, you should write at least two paragraphs: a brief summary paragraph (3-5 sentences) and a LONGER reflection paragraph. Write the summary paragraph as if you are telling a friend what you just read, highlighting the reading's main points (ex. "From Johnson, I learned that..."). Following the summary, write a thoughtful reflection on the reading. You could take a quote that struck you as especially insightful and respond to it (ex. "This passage reminded me of..."), relate the reading to your own life, or compare it to another reading we've done. If you do these things, you will receive full credit – whether or not you liked/disliked or agreed/disagreed with the author(s). If something is missing (or your paper is too skimpy), you'll receive half credit. No reflection paper = zero credit.

Class Facilitation & Detailed Outline (25 pts): In small groups, you will plan and facilitate one class session. Early in the semester, I'll ask you to indicate the topic(s)/date(s) you'd like to facilitate and, if you wish, students you'd like to work with. I'll do my best to accommodate your preferences.

Your group must meet with me at least one week before you are scheduled to lead class. Together, we will come up with a plan for facilitating your day of class.

As you're brainstorming ideas, keep in mind that your main task is to find ways of getting students to **participate and talk to each other**. Be as creative as possible! You can bring in song lyrics, plan group exercises or games, create a worksheet, or organize debates. You can incorporate short skits into your presentation, use film clips (make sure they are no longer than 15 minutes), or bring in blog posts or news articles (copied for the class). If you bring in written material, make sure it is short so that we have time to read and react to it. You can have us free-write or do a task in pairs or small groups.

Your group must also come up with at least 2 questions that can be used to generate discussion. You should prepare these before you meet with me so that we can revise them, if necessary. It's not easy writing good discussion questions, and I'm happy to help you with them.

On the day you facilitate, your group will turn in a detailed outline of your plan for the day, explaining the rationale for the activities you came up with. You will not do a reflection paper or take the quiz that day. Your outline will be enough.

Your grade for this assignment will be based on: 1) your preparation for meeting with me (5 points), 2) the facilitation itself (i.e., well-organized, evidence of having practiced as a group) and the class's reaction (whether students got involved) (10 points), and 3) your detailed outline with discussion questions (i.e., thorough, turned in on time) (10 points).

Midterm Exam (100 pts): We will have one exam this semester, near the mid-point. It will consist of multiple choice and short essay questions, based on the readings, class discussions, and films.

Final Project & Presentation (100 pts). Each student will develop and present a final project at the end of the semester. This is a chance for you to reflect on, integrate, and apply what you've learned in the course. You'll have several options for this assignment: (1) a photo essay or media collage of a contemporary immigration issue; (2) a sociological lesson plan on immigration for a high school class; (3) an individual research project (with professor approval). Detailed instructions for each option will be provided in class. Whichever option you choose, you are expected to draw creatively and liberally on class readings in developing your projects. You may work with up to two classmates on this assignment.

Grading Scale: Final grades are based on a maximum of 350 points and will be assigned as follows:

350-315 pts = A
314-280 pts = B

279-245 pts = C
244-210 pts = D

209-0 pts = F

POLICIES

Make-Up Policy: You may make-up the mid-term exam if you provide official documentation for your absence (ex. written note from your doctor) AND notify me within ONE HOUR (before or after) the regularly scheduled exam. Missed exams must be made up within one week. Make-up exams will cover the same material but may follow a different format. Missed quizzes cannot be made-up.

Late Assignments: Assignments handed in late will be penalized 10% for every day that they are late.

Cell Phone and Texting Policy: There will be absolutely no cell phone use, texting, or browsing the internet during class. These kinds of behaviors are not only rude; they're distracting to me and other students. Your phones should be stowed completely out of sight (NOT left on your desktop).

Instructor Evaluations: Toward the end of the semester, you will be asked to complete a course/ instructor evaluation. This is very important to me, the university, and future students. Your feedback helps me make adjustments and improve the course.

Academic Dishonesty: Students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. Students engaging in these activities will receive a zero on the exam, quiz, or assignment in question. Students who do so more than once, will receive an automatic "F" for the course. The university's policy on academic dishonesty can be found at <http://www.shsu.edu/dotAsset/728eec25-f780-4dcf-932c-03d68cade002.pdf>. To read the university's Code of Conduct, go to <https://netreg.shsu.edu/mirror/codeofconduct.html>

Americans with Disabilities Act: It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should register with the Office of Services for Students with Disabilities located in the Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786, and e-mail disability@shsu.edu). They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired. SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Services for Students with Disabilities and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Services for Students with Disabilities. For a complete listing of the university policy, see: <http://www.shsu.edu/dept/academic-affairs/documents/aps/students/811006.pdf>

Religious Holidays: The Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. "Religious Holy Day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20 of the Tax Code. The university's policy may be found at <http://www.shsu.edu/dotAsset/0953c7d0-7c04-4b29-a3fc-3bf0738e87d8.pdf>

Visitors to the Classroom: Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.

Daily Preparation and Classroom Courtesy: To make the most of our time together, it is important that everyone comes to class prepared and ready to contribute thoughtfully to our discussions. That means doing the readings and doing them carefully. Some of the material will likely challenge your usual way of thinking about things and may push you outside of your comfort zone. Try to notice when this happens and see if you can figure out why. We can learn a good deal about how social life is organized and shapes our experiences from the questions and reactions that emerge when we try to see things from a different perspective. In addition, we need to agree on a few interaction rules to maintain a respectful and collaborative learning environment this semester.

- Let's start by turning off ALL electronic devices (cell phones, laptops, tablets, I-pods, etc.).
- When other students are speaking, listen patiently and do not interrupt.
- Ask questions and volunteer answers to other people's questions. This is how we build collective knowledge and deepen our ability to think flexibly and critically.
- Feel free to discuss personal experiences, but be prepared to discuss them sociologically.
- At all times, treat each other respectfully. We may sometimes disagree strongly with each other, but we can challenge ideas without putting each other down.
- Don't do homework for other classes, carry on side conversations, or sleep in class.
- If your behavior becomes distracting or is disrespectful, you may be asked to leave.

TENTATIVE COURSE SCHEDULE (subject to change)

T = Textbook reading; BB = Blackboard reading; *asterisk = student-led class facilitation

Jan 18	Welcome & Introduction to Course
Jan 23	<p>Thinking Sociologically: How can we make this class a meaningful experience for everyone? What does it mean to think of society as a set of “systems” in which we all take part and how might that shape our approach to the study of migration?</p> <p>BB: Tompkins, “Pedagogy of the Distressed” BB: Johnson, “The Forest and the Trees”</p>
Jan 25	BB: Bacon, “Living under the Trees”
Jan 30	<p>Theorizing Migration: <u>Who</u> migrates? Why?</p> <p>T: Introduction (pp. 1-13), “Immigrant Flows and the American Context” T: Ch. 1, “Leaving Home” (pp. 21-36)</p> <p><i>Quiz 1</i></p>
Feb 1	<p>Social Networks and Brokers: <u>How</u> do people migrate?</p> <p>T: Ch. 1, “Leaving Home” (pp. 36-42) BB: Poros, “Migrant Social Networks: Vehicles for Migration, Integration, and Development”</p> <p><i>RP 1 (WRITE about Poros piece)</i></p>
Feb 6	<p>Laws, Policies, and Government Regulations: What are the legal pathways for immigrants to the US? Who gets in as an asylee or refugee? What difference does it make?</p> <p>BB: Lee, “A Nation of Immigrants and a Gatekeeping Nation: American Immigration Law and Policy”</p> <p><i>Quiz 2</i></p>
Feb 8	<p>BB: Horton, “Different Subjects: The Health Care System’s Participation in the Differential Construction of Cuban Refugees and Mexican Immigrants”</p> <p><i>RP 2</i></p>
Feb 13	<p>The Economics of Migration: How do trade policies and corporate practices impact native-born and foreign workers? Why do employers sometimes prefer immigrants?</p> <p>T: Ch. 2, “Cheap Meat for the Global Market” (pp. 47-53) BB: Baum, “The Man Who Took My Job” BB: Carlsen, “Under NAFTA, Mexico Suffered, and the United States Felt Its Pain”</p> <p><i>Quiz 3</i></p>
Feb 15	<p>Migration and Commodity Chains (<i>Guest Speaker</i>)</p> <p>BB: Hondagneu-Sotelo, “Why Employers Love Immigrants” (READ) BB: Bauer, “Close to Slavery: Guestworker Programs in the United States” (READ) BB: Hellio, “We Don’t Have Women in Boxes” (SKIM)</p> <p><i>RP 3 (WRITE about Hondagneu-Sotelo and Bauer pieces)</i></p>

Feb 20	<p>Contexts of Reception: How do host communities respond to new immigrants? Under what conditions are they likely to welcome them? To perceive them as threats?</p> <p>BB: Fussell, “Warmth of the Welcome: Attitudes toward Immigrants and Immigration Policy in the United States”</p> <p><i>Quiz 4</i></p>
*Feb 22	<p>BB: Foner, “A (Sheltered) Island of Acceptance”</p> <p><i>RP 4</i></p>
Feb 27	<p>The Social Construction of ‘Illegality’: Where did the immigration status “illegal alien” come from and why? How does that status impact immigrant lives and communities?</p> <p>BB: Chomsky, Excerpts from <i>Undocumented: How Immigration Became Illegal</i></p> <p>BB: Lim, “For Asian Undocumented Immigrants, A Life of Secrecy”</p> <p><i>Quiz 5</i></p>
*Mar 1	<p>BB: Abrego, ““I Can’t Go to College Because I Don’t Have Papers: Incorporation Patterns of Latino Undocumented Youth”</p> <p><i>RP 5</i></p>
Mar 6	Review
Mar 8	Mid-term exam
Mar 12-16	Spring break!
Mar 20	<p>Demography and Migration (<i>Guest Speaker</i>)</p> <p>T: Ch. 6, “Demographics: Population Growth and Racial Reconfiguration” (pp. 154-158)</p> <p>BB: Munz, “Demography and Migration: An Outlook for the 21st Century”</p>
Mar 22	<p>WORK DAY</p> <p><i>During this class, we will break into small groups and begin brainstorming ideas for your final projects. You will turn in a detailed outline of your project on <u>April 11</u>.</i></p>
Mar 27	<p>Race and Migration: Who is “American”? How has that image been racialized in the past? Do the changing demographics of the US challenge that image, reaffirm it, or both?</p> <p>BB: Omi & Winant, “Racial Formations”</p> <p><i>Quiz 6</i></p>
*Mar 29	<p>BB: Lee, “The Chinese Exclusion Example: Race, Immigration, and American Gatekeeping, 1882-1924”</p> <p>BB: Akram & Johnson, “Race and Civil Rights Pre-September 11, 2001: The Targeting of Arabs and Muslims”</p> <p><i>RP 6 (WRITE about BOTH pieces)</i></p>

Apr 3	<p>Gender and Migration: How has gender shaped migration flows and the experiences of contemporary immigrants? Does migration reduce gender inequality, reinforce it, or both?</p> <p>BB: Hondagneu-Sotelo & Cranford, “Gender and Migration”</p> <p><i>Quiz 7</i></p>
Apr 5	<p>BB: Schmalzbauer, “Doing Gender, Ensuring Survival, Mexican Migration and Economic Crisis in the Rural Mountain West”</p> <p><i>RP 7</i></p>
Apr 10	<p>Assimilation vs. Multiculturalism: How have scholars theorized the participation of immigrants in their receiving societies? Do institutional policies and practices in the US encourage one process over the other? What are the promises and pitfalls of each theory?</p> <p>BB: Brown & Bean, “Assimilation Models, Old and New”</p> <p>BB: Portes, “English-Only Triumphs, But the Costs Are High”</p> <p><i>Quiz 8 & Detailed Outline for Final Projects Due</i></p>
*Apr 12	<p>T: Ch. 6, “Multiculturalism and Diversity” (pp. 159-163)</p> <p>BB: Okin, “Is Multiculturalism Bad for Women?”</p> <p><i>RP 8 (WRITE about Okiin piece)</i></p>
Apr 17	<p>Segmented Assimilation and the Second-Generation: How do the children of immigrants negotiate a sense of belonging in the US? What challenges do they face?</p> <p>T: Ch. 4, “Assimilation of Second Generation Immigrants” (pp. 91-116)</p> <p><i>Quiz 9</i></p>
*Apr 19	<p>BB: Pyke & Dang, “‘FOB’ and ‘Whitewashed’: Identity and Internalized Racism among Second Generation Asian Americans”</p> <p><i>RP 9</i></p>
Apr 24	<p>Immigrants and Social Change: How do immigrants contribute to social and political change in the US?</p> <p>BB: Bloemraad & Trost, “It’s a Family Affair: Intergenerational Mobilization in the Spring 2006 Protests”</p> <p><i>Quiz 10</i></p>
*Apr 26	<p>BB: Carrasco & Seif, “Disrupting the Dream: Undocumented Youth Reframe Citizenship and Deportability”</p> <p><i>RP 10</i></p>
May 1	Projects due (student presentations begin)
May 3	Student presentations continue